

# KEY STAGE 1 CURRICULUM 2023 – 2024

AUTUMN 1 FEROCIOUS FIRES							AUTUMN 2 FEROCIOUS FIRES							
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
THE GREAT FIRE OF LONDON		HOUSES & HOMES			AUTUMN		THE GUNPOWDER PLOT			ART & DESIGN		WINTER/CHRISTMAS		
SPRING 1 THE SECRET GARDEN					SPRING 2 THE SECRET GARDEN									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6				
ART & NATURE		SERREKUNDA			THE ISLES OF SCILLY			PLANTS						
SUMMER 1 TRAVEL AND TRANSPORT					SUMMER 2 THE SEASIDE									
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6			
TITANIC			TRAVEL & TRANSPORT		THE SEASIDE				BIRDS					

subject	<b>AUTUMN A: FEROCIOUS FIRES</b>
<b>Objectives</b>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests identifying, classifying (Y1) and comparing (Y2)</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• Observe changes across the four seasons (autumn)</li> <li>• Describe the weather associated with the seasons and how the day length varies (autumn)</li> <li>• Explore and compare the differences between things that are living, dead and never been alive.</li> <li>• Identify that most living things live in a habitat to which they are suited and describe how different habitats provide for basic needs of animals.</li> </ul>
<b>ART</b>	<ul style="list-style-type: none"> <li>• to use drawing and painting to develop and share their ideas, experiences and imagination.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>
<b>G</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>H</b>	<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [the Great Fire of London, the Gunpowder Plot]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods GUY FAWKES SAMUEL PEPYS SIR CHRISTOPHER WREN KING JAMES II</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>•</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Master basic movements – running, jumping, throwing and catching</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>- Who is a Christian and what do they believe in?</li> <li>- What makes some places sacred?</li> </ul>
<b>PHSE</b>	<ul style="list-style-type: none"> <li>• Second Step Unit 1 Skills for Learning</li> <li>• My Happy Mind: Meet Your Brain and Celebrate</li> </ul>

subject		SPRING A and B: THE SECRET GARDEN
		Objectives
Science		<ul style="list-style-type: none"> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>• explore and compare differences between things that are living, dead and things that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>
Art & Design		<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
C		<ul style="list-style-type: none"> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• Create and debug simple programs</li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>
Design Tech		<ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together.</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins.</li> <li>• To understand that different techniques for joining materials can be used for different purposes.</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.</li> <li>• To know that drawing a design idea is useful to see how an idea will look</li> </ul>
Geography		<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
PE		<ul style="list-style-type: none"> <li>• Gymnastics – develop basic movements including balance, agility and coordination</li> <li>• Dance – perform dances using simple movement patterns</li> </ul>
RE		<ul style="list-style-type: none"> <li>• What does it mean to belong to a faith community</li> </ul>
PHSE		<ul style="list-style-type: none"> <li>• My Happy Mind – Appreciate and Relate</li> </ul>

SUMMER A: TRAVEL & TRANSPORT	
subject	Objectives
Science	
Art & Design	
Computing	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li></li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
Geography	
History	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] TITANIC and transport</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>
music	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
PE	<ul style="list-style-type: none"> <li>Athletics – master basic movements including running jumping, throwing, catching as well as developing balance, agility and coordination</li> </ul>
RE	<ul style="list-style-type: none"> <li>How and why do we celebrate special and sacred times?</li> </ul>
PHSE	<ul style="list-style-type: none"> <li>My Happy Mind - Engage</li> </ul>

subject	<b>SUMMER B: THE SEASIDE</b>
<b>Objectives</b>	
Science	<p>i. explore and compare the differences between things that are living, dead and things that have never been alive (2LvH)</p> <p>ii. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (2LvH)</p> <p>iii. identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>iv. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p><b>Working Scientifically (KS1 WS)</b></p> <p>i. asking simple questions and recognising that they can be answered in different ways</p> <p>ii. observing closely, using simple equipment</p> <p>iii. performing simple tests</p> <p>iv. identifying and classifying</p> <p>v. using their observations and ideas to suggest answers to questions</p> <p>vi. gathering and recording data to help in answering questions</p>
ART	<ul style="list-style-type: none"> <li>• I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.</li> <li>• I can draw from life looking closely.</li> <li>• I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.</li> <li>• I can use colour in my drawings and mix two or more different media together.</li> <li>• I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.</li> <li>• I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</li> <li>• I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.</li> <li>• I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual.</li> <li>• I can share my work with my classmates and teachers, and Pathway: Making Birds</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
Design Technology	
Geography	<ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• study the human and physical geography of Southport and compare it to Isles of Scilly and Serrekunda from previous topic.</li> </ul>
H	<ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>
Music	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
PE	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>
RE	<ul style="list-style-type: none"> <li>• How should we care for others around the world?</li> </ul>
PHSE	<ul style="list-style-type: none"> <li>• Second Step Unit 4: PROBLEM SOLVING</li> </ul>